



# **Participation**

# **Science**

**Official Released Items**

# **Grade 8**

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**Fall 2007**  
**Official Released Items**

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*The Grade 8 Participation Science Assessment* was administered for the first time in Fall 2007. Beginning with this administration, the Office of Educational Assessment and Accountability (OEAA) will annually release a portion of the items that are administered on the assessment. This booklet contains released items from the Fall 2007 administration and is intended to be used by districts to assist in their interpretation of item analysis data. The information contained in this booklet may also be used by schools, teachers, and parents as a resource for understanding the content and format of the assessment items. In addition to MI-Access training materials and Extended Benchmarks (EB), the released items may also have utility in informing decisions related to instruction, curriculum, and assessment. These items are **not** secure and may be copied and distributed as needed.

The table below lists the number of core and released items administered on the Fall 2007 *Grade 8 Participation Science Assessment*. Core items are those that count toward students' scores. All released items in this booklet were selected from the pool of core items that appeared on the assessment.

**Participation Science Grade 8**

<b>Science Strand</b>	<b>Number of Core Items</b>
Life	5
Physical	5
Earth	3
Constructing	1
Reflecting	1
<b>Total Items</b>	<b>15</b>
<b>Total Possible Points</b>	<b>90</b>
<b>Released Items</b>	<b>3</b> <b>(Numbers vary by strand and topic.)</b>

\*3 points/item Primary Assessment Administrator + 3 points/item Shadow Assessment Administrator = 6 points possible/item

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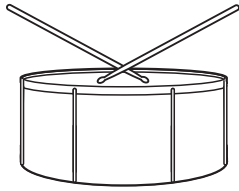
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## Participation General Directions

- Prior to administration, review the assessment items. The Participation assessment uses two item formats: selected-response items and activity items. All items are scored with the Participation Scoring Rubric. Learning how to apply the rubric correctly is very important to the reliability of the assessment. The *2007/2008 MI-Access Coordinator and Assessment Administrator Manual* and the MI-Access Participation and Supported Independence Scoring Rubrics Online Learning Program (**[www.mi-access.info](http://www.mi-access.info)**) both contain examples of how the rubric should be applied.
- Selected-response items are designed to assess the Science Extended Benchmarks created to link with the Michigan Curriculum Framework's Science Content Standards. Answer choices to the selected-response items are presented in the form of graphics on 8½ x 11 picture cards that students must view and respond to in order to answer the question. The picture cards must be presented twice, and the student must correctly respond twice for each of the selected-response items. Again, the P/SI Online Learning Program and MI-Access manual contain examples of how to present items with two choices.
- The activity items are designed to (1) reflect classroom activities with which students should be familiar, and (2) provide a performance context in which specific Science Extended Benchmarks can be assessed. Review the item components, which includes the actual activity that will be observed and the specific scoring focus.
- All Participation selected-response items and some of the activity items require graphics. These have been provided as thumbnails in the booklet on the page containing the item and as separate full-page (8½ x 11) picture cards coded to the individual items for which they will be used. Prior to administration, review the items and corresponding picture cards to ensure that you have all of the required picture cards and that the correct graphics are used for the appropriate item.
- Plan for appropriate materials and any individualized communication or technology devices the student may need to respond to the items, such as augmentative communication devices and/or other specialized equipment. Keep in mind that any aids or materials used must be chronologically age appropriate and reflect what the student typically uses during instruction. In other words, do not introduce a new device or material during assessment administration with which the student is not familiar.
- To accurately and reliably apply the scoring rubric and yield valid data, carefully review the "Scoring Rubric Flow Chart" included in the *2007/2008 MI-Access Coordinator and Assessment Administrator Manual*. It explains when to give a student a score point or a condition code.
- If applicable, plan to administer the items when they may typically occur.
- Persons involved in the assessment should follow universal health precautions when needed.
- Determine which two people will observe and score the items. A certified professional staff member (such as a teacher, school psychologist, related services provider, or teacher consultant) must act as the Primary Assessment Administrator (PAA). Shadow Assessment Administrators (SAA) can also be certified staff or school personnel (such as highly qualified paraprofessionals). Keep in mind that both PAAs and SAAs must (1) be familiar with the student, and (2) not impede or influence any interaction particular to the item.

- Both the PAA and SAA will need to tear or cut out their respective MI-Access Assessment Administrator Scoring Documents, which are located at the end of the assessment booklet. This is where the PAA and SAA will record the score point or condition code for each selected-response or activity item observed. Using a separate scoring document allows the PAA and SAA to independently score the student's response to each item. Once all of the items have been administered, the score points or condition codes recorded by the PAA and SAA must be transferred to the student's machine scannable student answer document using a Number 2 pencil.

**R1** Which one can swim?

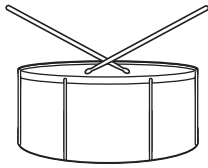


**drum**



**fish**

**R2** Which one makes sound?



**drum**



**tree**

## Item R3

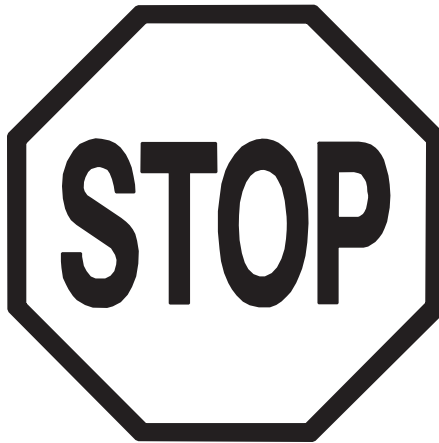
**Activity:** The student will correctly indicate or demonstrate how to recycle paper during a familiar activity, such as cleaning up after an art lesson when given directions (e.g., "Show me where we put paper to be recycled").

**Scoring Focus:** Identifying routines related to conservation of natural resources



**Do Not Continue.**





**Do not continue until instructed to do so.**



**MI-Access Primary Assessment Administrator Scoring Document**

**Directions:** *Tear or cut this document out of the assessment booklet.* Circle your scores for the student on this document, then transfer them to the student answer document. Please be careful that your scores from this sheet are transferred to the correct numbered item on the student answer document.

**Science Participation Items****Item R1**

- 3** Responds correctly with no assessment administrator assistance
- 2** Responds correctly after assessment administrator provides verbal/physical cues
- 1** Responds correctly after assessment administrator provides modeling, short of hand-over-hand assistance
- A** Incorrect response
- B** Resists/Refuses
- C** Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

**Item R2**

- 3** Responds correctly with no assessment administrator assistance
- 2** Responds correctly after assessment administrator provides verbal/physical cues
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- A** Incorrect response
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**MI-Access Shadow Assessment Administrator Scoring Document**

**Directions:** *Tear or cut this document out of the assessment booklet.* Circle your scores for the student on this document, then transfer them to the student answer document. Please be careful that your scores from this sheet are transferred to the correct numbered item on the student answer document.

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**Item R2**

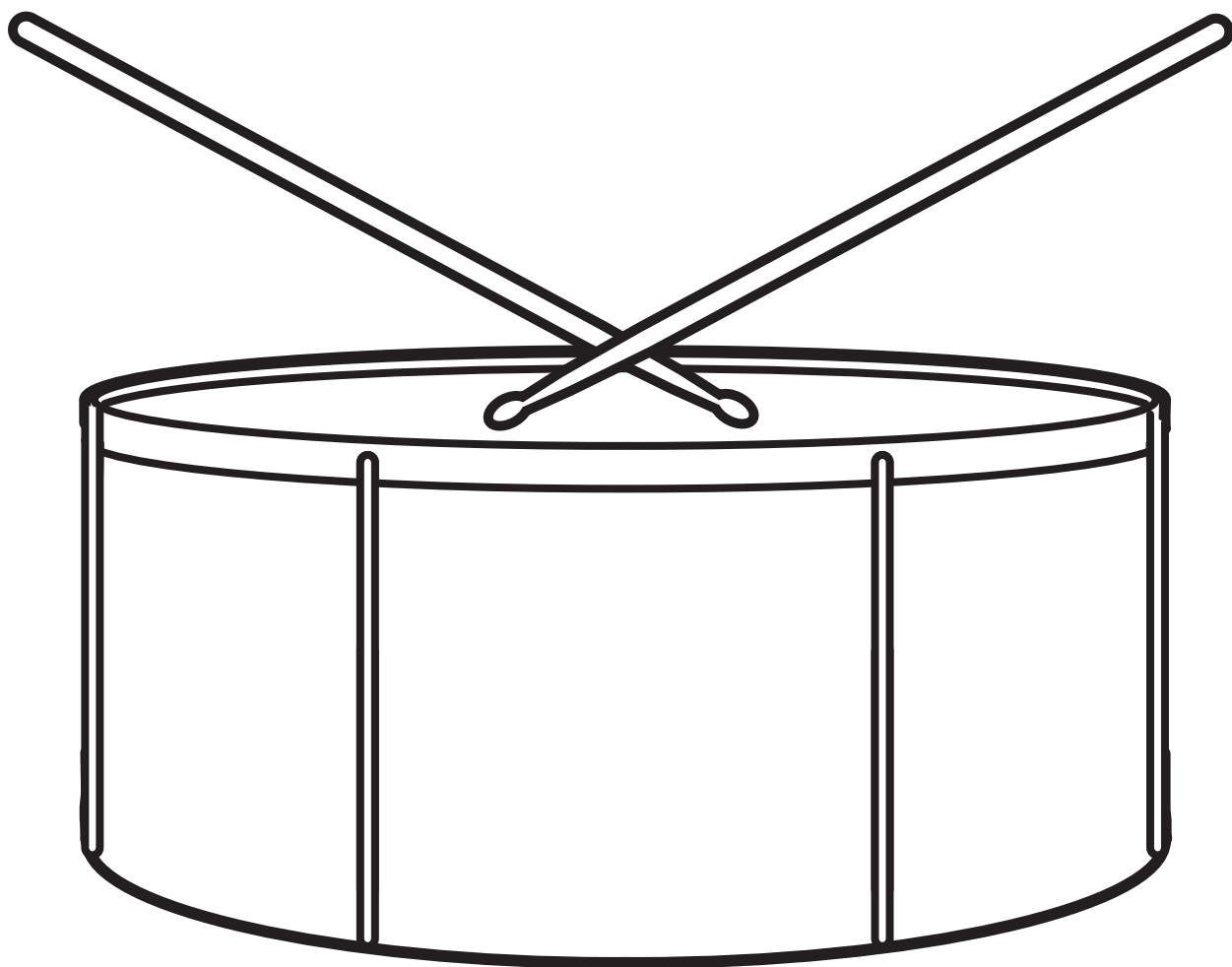
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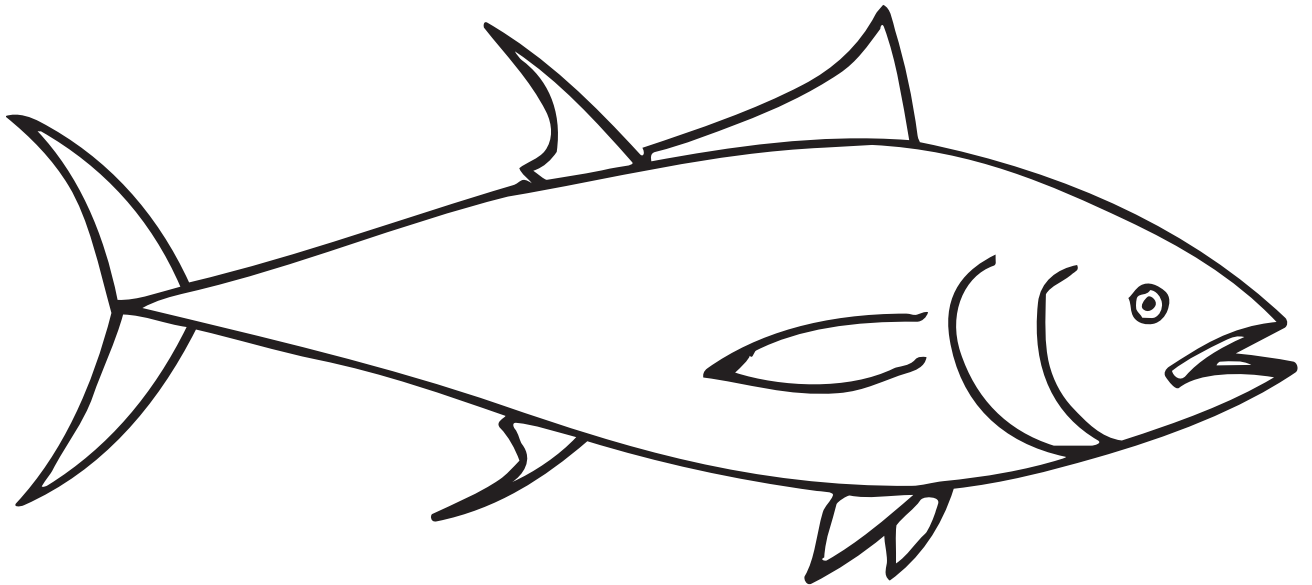


**drum**

**Science Grade 8 Participation**

**Selected-response R1**

**Incorrect “drum”**

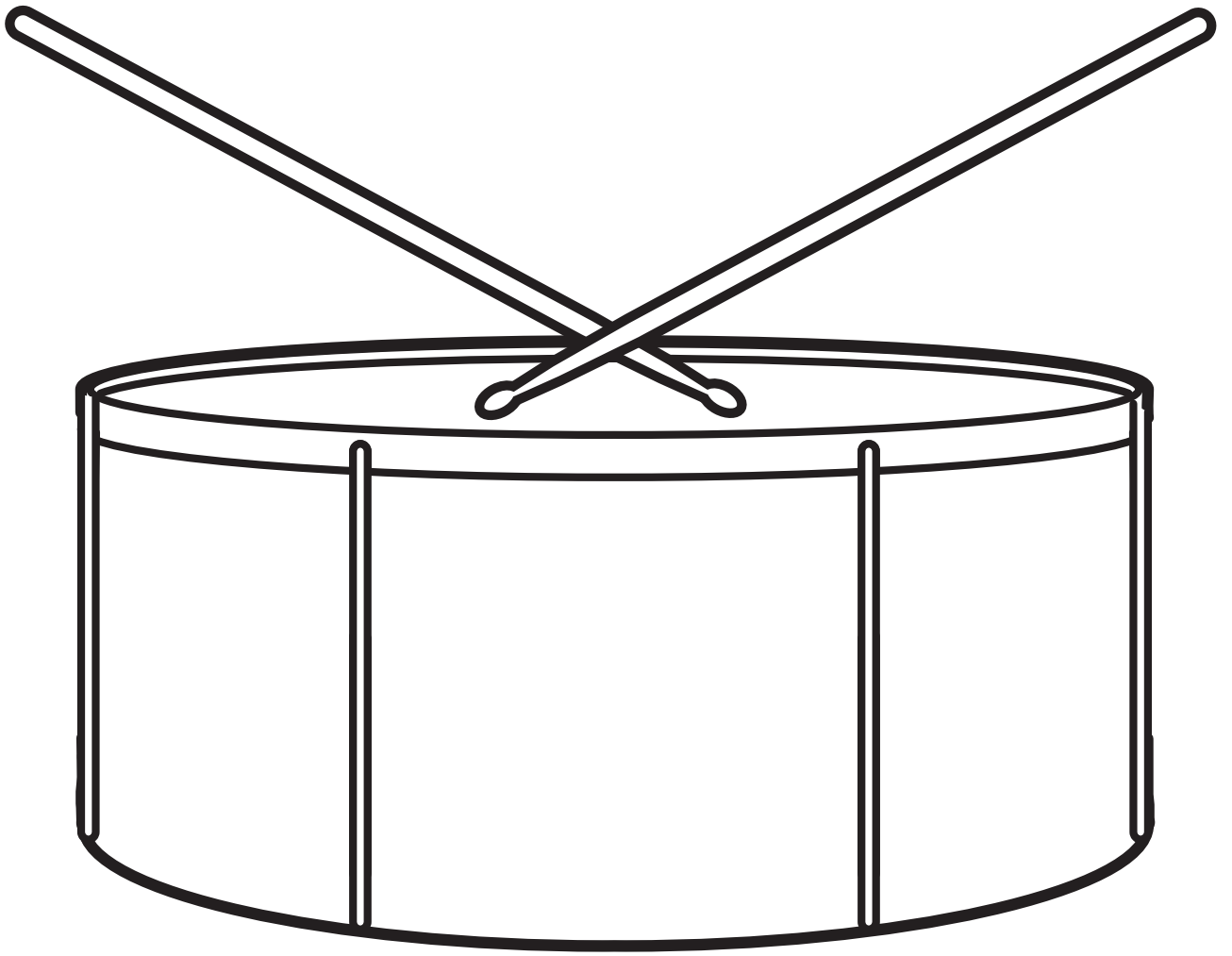


**fish**

**Science Grade 8 Participation**

**Selected-response R1**

**Correct “fish”**

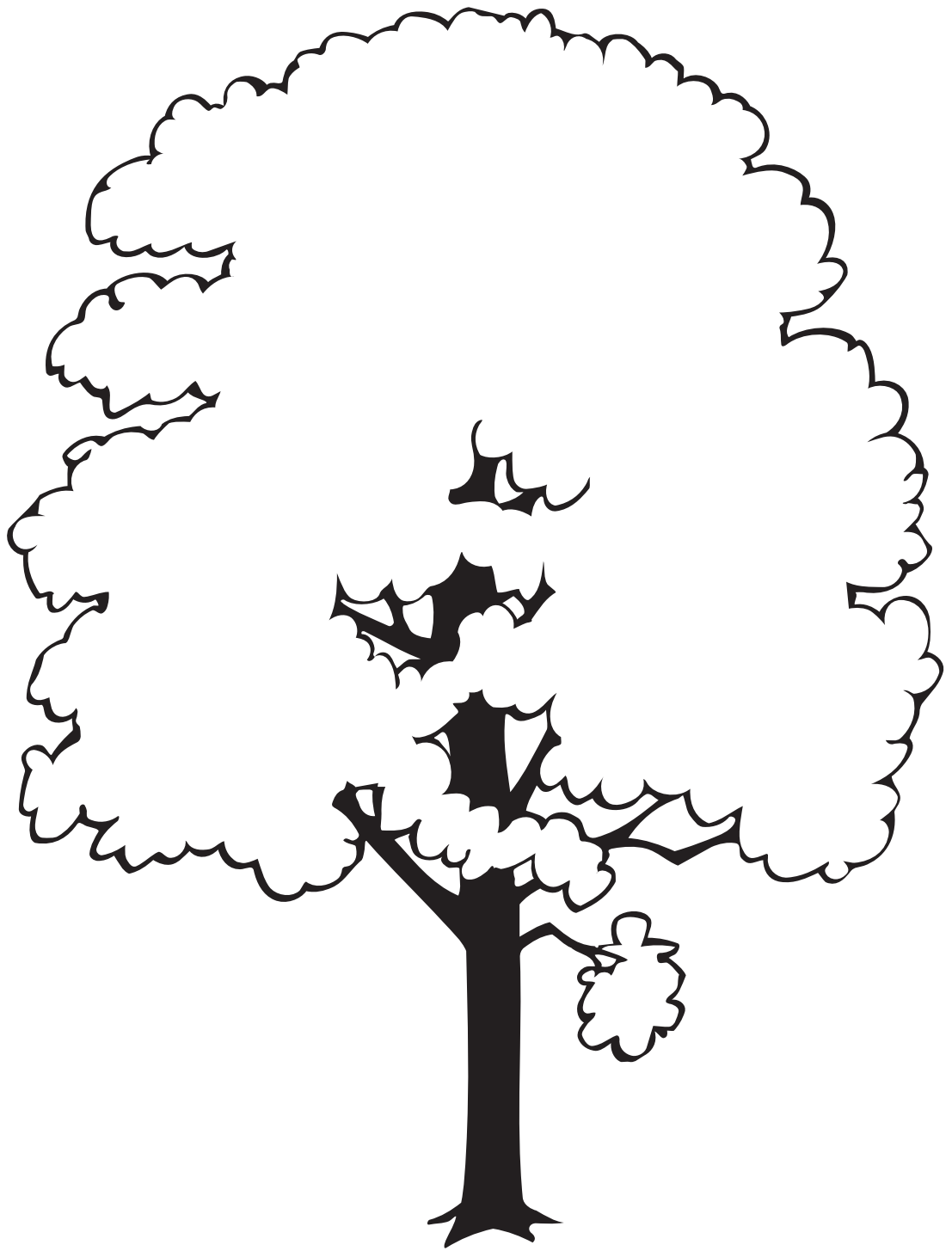


**drum**

**Science Grade 8 Participation**

**Selected-response R2**

**Correct “drum”**



**tree**

**Science Grade 8 Participation**

**Selected-response R2**

**Incorrect “tree”**

Below is a list of the Extended Benchmarks (EB) for each released item found in this booklet. The chart contains the EB code and a brief description of what is measured.

Full descriptions of the EB contained in the chart below are available for review and download at **[www.mi.gov/mi-access](http://www.mi.gov/mi-access)**.

Science		
Released Item Number	EB Code	SCORING FOCUS
		<b>LIFE</b>
R1	L.CE.P.EB.III.1.m.1a	Discriminating between living and non-living things.
		<b>PHYSICAL</b>
R2	P.WV.P.EB.IV.4.e.1ADDm	Identifying ways to create sound.
		<b>EARTH</b>
R3	E.GE.P.EB.V.1.e.6ADDm	Identifying routines related to conservation of natural resources.



Michigan Department of Education  
Office of Educational Assessment and Accountability  
Assessment for Students with Disabilities Program  
608 West Allegan Street  
P.O. Box 30008  
Lansing, MI 48909  
(517) 241-4416  
[www.mi.gov/mi-access](http://www.mi.gov/mi-access)